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ABSTRACT

The major focus of the study was the development of a clear concise description of job tasks of the "educational development officer," a role model of which had been developed and piloted in North Carolina by a governmental research unit, the Junior and Community College Division of the National Laboratory of Higher Education, located in North Carolina. Data were collected by means of a two-part questionnaire (consisting of a Personal Data Sheet and a Job Task Perception Inventory) from 71 respondents (88.8% of the sample) in 11 institutions in the North Carolina system of community colleges and technical institutes identified as experimenting with the job of the educational development officer. Since it was fairly well agreed, from the study results, that the job of the educational development officer was and should continue to be primarily that of a learning specialist who works with faculty for the improvement of the instructional and curriculum development process, one of the conclusions was that there was a need for the performance of this role to be apparent to those employed in the institutions in which it is operative. This full report of the study includes a discussion of its limitations, personal and situational characteristics of respondents, and the complete proposed job description of an educational development officer. (SH)

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# THE EDUCATIONAL DEVELOPMENT OFFICER - A New Staff Development Concept in the Community College and Technical Institute

by

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## INTRODUCTION

Authorities in the field of organizational change and renewal constantly point up the need for organizations to attend to the development of their human resources. The reason is that for an organization to remain responsive in a world of constant change, its personnel must be adaptable and possess the ability to cope. It seems imperative that organizations become involved in the design of a systematic integrated plan of learning experiences. Human resource development efforts, if they are to make the impact intended, must be delegated to an individual or a group of individuals within the organization whose sole purpose is to ensure that learning opportunities for employees are so designed and coordinated that the development of individuals will contribute to the development of the organization.

An alert was issued recently by educator Terry O'Banion (1972) that the nation's system of community colleges should make a special effort to attend to the development of its human resources, particularly to its instructional resources. He urged that attention be given to this need at both the local and the state levels. He pointed out that this system enjoys a unique place in higher education. It is the personification of the ideal of democratized education, and the programs of this "people's college" have been designed to meet the needs of their particular communities and to entice a heterogeneous student clientele to continue its education, regardless of entry level behavior. O'Banion and others are warning the keepers of this system that its personnel are bringing elitist sentiments to their institutions, most of which are contrary to the

expressed purposes of community college education and result in operations and procedures which undermine its reason for being.

Although the system of community colleges and technical institutes in North Carolina is only eleven years old, some of its members recently have been reflecting the sentiments of O'Banion. Consequently, a research project was conducted in 1973 to determine what systematic development efforts the North Carolina Community College System was making toward attending to its own renewal (McLeod, 1974). While the results are not generalizeable to other systems throughout the country, it was hoped that they might have relevance for those who plan to initiate a development effort similar to the one operationalized in the North Carolina system.

In the initial stages of the research it was discovered that development efforts in the North Carolina system might be characterized as fragmented. No one individual was responsible for designing a coordinated inservice education program for all members of an institution. However, some institutions had begun to work with the instructional faculty on a systematic basis. The individual responsible for such functions was assigned what was referred to as "Education Development Officer" responsibilities. These responsibilities and the accompanying Educational Development Officer concept had been implemented as a result of a stimulus provided by a governmental research unit, the Junior and Community College Division of the National Laboratory of Higher Education located in Durham, North Carolina. This unit developed and piloted a role model of the Educational Development Officer in several institutions in the North Carolina system. The major purpose of the role model as envisioned by

Laboratory personnel was to fulfill the need for a learning specialist. Its focus was upon the implementation of the systems approach to instruction. The job required that the Educational Development Officer be knowledgeable about learning theory and its application and to apply this expertise through consultant and inservice training efforts. In addition, Laboratory personnel established that the incumbent should be competent in research methodologies in order to facilitate the performance of faculty directly and the administration indirectly through need and outcome measurements. While the job had been in existence for three years at the time of the study, it had not been analyzed to ascertain if actual job tasks resembled those envisioned by the National Laboratory. Consequently, one purpose of the study reported here was to determine whether or not the job was developing in accordance with Laboratory expectations; another was to determine if the job were developing in accordance with suggestions of development authorities.

## PURPOSE OF THE STUDY

The overall purpose of the study was to contribute to the institutionalization of the job of the Educational Development Officer in the North Carolina system of community colleges and technical institutes. The major problem related to the study was concerned with the development of a clear concise description of job tasks which might be reasonably expected of the incumbent. As a by-product, it was anticipated that a job description would be developed for the Educational Development Officer. In addition, an important but subsidiary problem of the study was related

to a description of the job as it was actually being performed in those community colleges and technical institutes which were experimenting with the job as well as a definition of job tasks which personnel most familiar with the job perceived should ideally be included in its composition. Another aspect of the problem was concerned with the examination of possible relationships which might exist between the expectations of those most familiar with the job and such personal and situational factors as age, level of formal educational attainment, participation in continuing education, identified professional content area of expertise, tenure in the institution, and position group in the institution.

More specifically, the study was addressed to five questions:

1. What job tasks can be reasonably expected of the Educational Development Officer in the North Carolina system of community colleges and technical institutes?
2. What is the order of perceived importance of job tasks which are currently being performed by the Educational Development Officer?
3. What is the order of perceived importance of job tasks which might ideally constitute the job of the Education Development Officer?
4. Does the order of perceived importance of job tasks which are currently being performed by the Educational Development Officer resemble the order of perceived importance which might ideally constitute the job?
5. Are there important associations between the order of perceived importance that should be given to selected job tasks of the job of the Educational Development Officer and personal and situational factors of personnel most familiar with the job?

These questions provided the basis for the study. Because the job of the Educational Development Officer was relatively new, the methodology of the study was quasi-exploratory and quasi-descriptive in nature. Therefore, it did not seem appropriate to develop hypotheses of causal relationships; but in order to guide the analysis of the study, hypotheses based upon the questions posed and relating to associations between variables were established.

The general design of the study was based upon certain concepts related to role theory. This perspective suggests that roles are composed of both expected and actual behaviors and that the two might differ in both actual and expected performance. Differences are seen to occur because of variations in situational factors and personal perceptions of role occupants. Role perceptions also are seen to differ because of variations in the expectations of those significant counter position occupants who comprise a given role-set. Such individuals are referred to as role-definers. Research suggests that agreement among role-defining groups does not always exist in totality but that general agreement concerning a range of behaviors or a distribution of agreement concerning a more specific behavior serves to delimit the behavior of an incumbent. Variations in agreement, or consensus, appear to be attributed to frequency of interaction or to similarity in background characteristics.

In addition to the utilization of the role theoretical orientation for the analysis of the job of the Educational Development Officer, the study was framed within the systems orientation which suggests that all

organizational components should contribute to one of the organizational purposes of boundary management, goal-attainment, or system maintenance and development. From this view, facilitation, one aspect of goal-attainment, is seen as a justifiable organization expenditure and can best be effected by the attention of an individual or group manager, or an organizational sub-system, the function of which is to serve as a manager of learning and to effect behavioral change through the assumption of three major task clusters or roles: (1) the learning specialist role, which involves the ability to apply learning theories for the improvement of instruction and curriculum and is accomplished through the utilization of various methodologies, multi-media strategies, and materials development as well as through the conduct of training sessions; (2) the training administrator role in which he develops a plan of operations and a budget to carry out plans, a role in which he organizes and allocates resources, provides opportunities for the growth and development of personnel assigned to carry out the inservice education effort, and evaluates outcomes in terms of planned objectives; and (3) the consultant role in which he serves in the dual capacity of resource person and facilitator through the poses of advocate, expert, stimulator, and change agent.

The major concepts from the role theoretical orientation used in this study included role, role consensus, role perception, position and the related concepts of job and job tasks.

Role was defined as a set of perscriptions which define the desired behavior of a position occupant...it pertains to the behavior of particularized persons (Shaw and Costanzo, 1970, pp. 335-336). It is seen as

possessing an expected behavior dimension and an actual behavior dimension, and the two dimensions may vary.

Role Consensus was defined as agreement upon a range of behaviors expected of a focal position incumbent by the incumbent of the focal position and significant counter positions.

Role Perception was defined as the categorization of an actor's response to a sensory input of a social nature in which the data are selectively related to the cognitive structure of an actor and given meaning.

Position was defined as a location in organizational space which has been assigned a homogeneous cluster of job tasks, similar in terms of duties and responsibilities and levels of difficulty requiring the services of one individual.

Job was defined as a class of positions which are similar in their major duties, responsibilities, and levels of difficulty.

Job Task was defined as a cluster of activities assigned to a position or a class of positions which if performed as designed will facilitate the accomplishment of organizational purposes.

One last definition appropriate to this report is that of the Educational Development Officer which was defined as a learning specialist employed in the North Carolina system of community colleges and technical institutes who works in a staff position, reporting to the Dean of Instruction. He draws upon his specialized expertise in research methodology and learning theory and its application and relies heavily upon consultant skills to achieve his objectives. A pictoral representation

of the rationale underlying the study and reflected in the above statements and conceptual definitions is presented in Figure 1 (See Figure 1).

## METHODOLOGY

The population for the study consisted of those institutions in the North Carolina system of community colleges and technical institutes identified as experimenting with the job of the Educational Development Officer and included eleven institutions: Five community colleges and six technical institutes. The sample was purposive in that the respondents were selected because of the contributions it was felt they might make to the study. They were selected because of their organizational vantage points and because of their knowledge of the job under study and/or their knowledge of the staff development function in general terms. The sample consisted of 81 respondents categorized into three groups: Those carrying Educational Development Officer responsibilities of which there were eleven; representatives of the administration, including Deans of Instruction and immediate superiors of Educational Development Officers if occupying positions other than those of the Dean of Instruction of which there were sixteen; and faculty, five per institution, of which there were fifty-four potential respondents.

Data were collected by means of a two-part questionnaire consisting of a Personal Data Sheet and a Job Task Perception Inventory. Questions contained in the Personal Data Sheet were developed to establish the respondents' personal and situational characteristics. The data were used to ascertain whether or not such characteristics might be associated

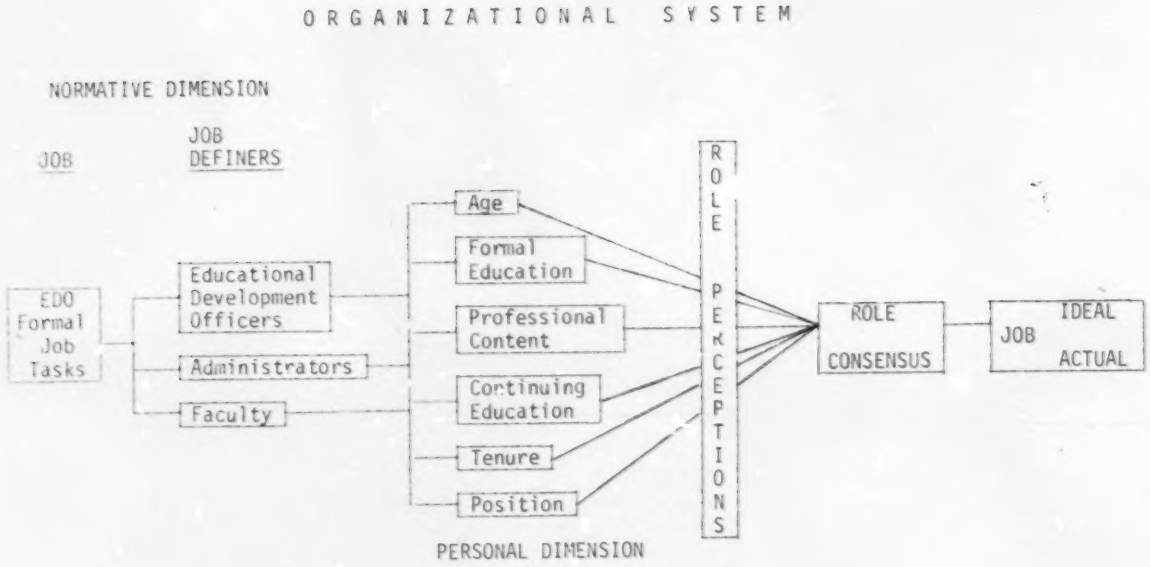


Figure 1. Model depicting the job of the Educational Development Officer as perceived by Educational Development Officers, administrators, and faculty in the North Carolina system.

with the perception of respondents and degree of consensus among role-definers. The number selected was limited to six for all respondents and included age, level of formal educational attainment, professional content area of expertise, participation in continuing education, organizational tenure, and organizational position.

The second section of the questionnaire, a Job Task Perception Inventory, was developed to determine the degree of emphasis respondents perceived was currently being given by the Educational Development Officer in their institution to each of thirty selected job tasks as well as the degree of emphasis which they perceived ought to be given to each of the job tasks. The job tasks which were ultimately selected for inclusion in the inventory were the product of several screening stages utilized in the research process.

The first stage consisted of the development of an understanding of the function or an organizational change agent as well as some degree of specificity of roles which a generic model might suggest. The development of this understanding was facilitated by an extensive review of the literature concerning change agents and organizational and staff development.

The second stage involved gaining an understanding of the concept of the Educational Development Officer as envisioned by the Junior and Community Colleges Division of the National Laboratory for Higher Education in Durham, N. C., and a comparison of this concept with that of the organizational change agent as established by authorities in the field of staff and organizational development.

A third stage involved developing a tentative notion of the job in practice as compared with the job envisioned ideally by Laboratory personnel. This was accomplished by conducting exploratory interviews with selected Educational Development Officers identified as actively involved in performing Educational Development Officer responsibilities and knowledgeable about the job.

The fourth stage consisted of the development of a structured questionnaire, consisting of forty-three potential job tasks, which was sent to a panel of experts. The panel was asked to rate each task as "Appropriate," "Somewhat Appropriate," or "Inappropriate" and to suggest changes in wording, additional job tasks, and to whom the incumbent might be accountable.

Information obtained from the first four stages served as the basis for developing the 30-item Job Task Perception Inventory. Job tasks items were designed to refer to behaviors required to carry out the roles of learning specialist, training administrator, and consultant and their respective sub-roles of instruction and curriculum developer, trainer, and research methodologist; planner, organizer, stimulator, coordinator, and evaluator; and advocate, expert, facilitator, and change agent.

The inventory was designed to determine the degree of emphasis which respondents perceived was actually being given to each of the thirty job tasks by the Educational Development Officer in their institutions and the degree of emphasis which respondents perceived ought to be given to each of the thirty job tasks. Degree of emphasis was reported in terms of a five-point scale whereby five referred to a perceived major emphasis for the job; four, to a perceived important emphasis for the job; three,

to a perceived intermediate emphasis; two, to a perceived minor emphasis; and one, to a perceived no emphasis for the job.

A ranking method was used to depict the way in which the total group of respondents, the respondents by position, and respondents by selected personal and situation characteristics perceived actual as well as ideal job tasks for the job of the Educational Development Officer. The process consisted of weighting each response category, adding the weighted responses for each item, calculating their means, and ranking the mean weighted scores in descending order from one to thirty. For purposes of reporting the data, task ranges were established composed of six job tasks per range. Those items receiving a rank of from one through six were considered to have major emphasis for the job; those receiving a rank of from seven through twelve were considered to be of important emphasis; those from thirteen through eighteen, to be of intermediate emphasis; those from nineteen through twenty-four, to be of minor emphasis; and those from twenty-five to thirty were considered not to be a part of the job.

Although the study was quasi-exploratory in nature, it was anticipated that some indication of consensus would be obtained. Consequently, the Spearman's coefficient of rank correlation ($r_s$) was applied to examine consensus between groups in terms of actual and ideal tasks, consensus between total actual and total ideal tasks, and association between selected personal and situational characteristics and ideal job tasks.

## LIMITATIONS OF THE STUDY

It is acknowledged that the study had several limitations. One includes the fact that the sample was small and was selected because of potential contributions respondents might make rather than selected by a random sampling technique. A second limitation concerns the selection of role-defining groups. While it is acknowledged that a variety of role-defining groups might have been used to analyze perceptions of the job, those role-defining groups of Educational Development Officers, administrators, and faculty were the ones selected. In addition, it has been established that various factors influence perception and consensus, but only those of age, level of formal educational attainment professional content area of expertise, participation in continuing education, organizational tenure, and organizational position were selected. Furthermore, the study of many job tasks might have been included in the analysis of the job of the Educational Development Officer, but the number was limited to thirty.

## PERSONAL AND SITUATIONAL CHARACTERISTICS OF RESPONDENTS

The findings of the study are based upon 71 useable responses or 88.8% of the sample. The useable sample response consisted of responses from eleven Educational Development Officers, sixteen administrators, and forty-four faculty.

The personal and situational characteristics of the respondents were reported as follows. In the Educational Development Officer group the

respondents in eight instances held a title which indicated the assumption of Educational Development Officer responsibilities while three respondents held titles which denoted their serving in such capacities as Presidential Assistant, Associate Academic Dean, or Learning Resources Director. In the administrator group six respondents carried Dean of Instruction duties and served as the Educational Development Officer's immediate superior, five served as Dean of Instruction but did not immediately supervise the Educational Development Officer, and five indicated that they immediately supervised the Educational Development Officer and served in such capacities as President, Vice President, Vice President of Learning Resources, and Director of the Faculty. The faculty group consisted of four individuals who taught college parallel students, fourteen who taught courses in a technical education program, eight who taught courses in a vocational course of study, and twelve who taught students enrolled in various educational programs. In addition, six respondents in the faculty group indicated that they were involved in developmental studies or in some phase of learning resources, such as media technology or library work. In Table 1, the number and percent of respondents by position breakdown are presented.

Five of the Educational Development Officers reported that they had served in that capacity from six up to eighteen months; three, from eighteen up to three years; and three, from three to five years. Two administrators reported that they had served in their present capacities for less than six months; three, from six up to eighteen months, eight, from three up to five years; and three, for over five years. Fourteen of the faculty indicated that they had served in their present positions for over five years;

Table 1. Number and percent of respondents by position breakdown

| Position | | Number | Percent |
|---|---|---|---|
| Educational Development Officer | EDO | 8 | 72.73 |
| | Other | 3 | 27.27 |
| Totals | | 11 | 100.00 |
| Administrators | Immediate Superiors-Deans | 6 | 35.50 |
| | Deans | 5 | 32.25 |
| | Immediate Superiors | 5 | 35.25 |
| Totals | | 16 | 100.00 |
| Faculty | College Parallel | 4 | 9.09 |
| | Technical Education | 14 | 31.82 |
| | Vocational Education | 8 | 18.18 |
| | Combination | 12 | 27.27 |
| | Other | 6 | 13.64 |
| Totals | | 44 | 100.00 |

fourteen, from three up to five years; eight, from six up to eighteen months; and eight, from eighteen months up to three years. In Table 2, the number and percent of respondents by position and tenure in present position are presented.

Fifty-one percent of the sample was less than 35 years of age while 49% reported that they were 35 or more years old. In terms of formal level of educational attainment 77% of the sample had been awarded at least a master's degree while 23% reported that they held either a one, two, or four-year degree. The variable, professional content area of expertise, was trichotomized into the categories of "Curriculum," "Administration," and "Academic Subject." Eleven percent of the sample identified "Curriculum" as their area of expertise, 21% identified administration, and 68% identified an academic subject as their professional content area of expertise. In addition, 83% of the respondents saw themselves as "Almost Always" or "Usually" involved in continuing their own education while 17% responded that they "Sometimes" or "Almost Never" participated in such activities. Furthermore, 25% of the respondents reported that they had been affiliated with the organization for less than three years while 75% stated that they had been employed for three or more years. The number and percent of respondents by the selected personal and situational characteristics of age, level of formal educational attainment, professional content area of expertise, participation in continuing education, are and organizational tenure are indicated in Table 3.

Table 2. Number and percent of respondents by position and tenure in present position.

| Position | Tenure | Number | Percent |
|---|---|---|---|
| | Less than 6 mos | 0 | 0.00 |
| Educational | 6 - 18 mos | 5 | 45.40 |
| Development | 18 mos - 3 yrs | 3 | 27.30 |
| Officer | 3 - 5 yrs | 3 | 27.30 |
| | Over 5 yrs | 0 | 0.00 |
| Totals | | 11 | 100.00 |
| | Less than 6 mos | 2 | 12.50 |
| | 6 - 18 mos | 3 | 18.75 |
| Administrators | 18 mos - 3 yrs | 0 | 0.00 |
| | 3 - 5 yrs | 8 | 50.00 |
| | Over 5 yrs | 3 | 18.75 |
| Totals | | 16 | 100.00 |
| | Less than 6 mos | 0 | 0.00 |
| | 6 - 18 mos | 8 | 18.18 |
| Faculty | 18 mos - 3 yrs | 8 | 78.18 |
| | 3 - 5 yrs | 14 | 31.82 |
| | Over 5 yrs | 14 | 31.82 |
| Totals | | 44 | 100.00 |

Table 3. Number and percent of respondents by the selected personal and/or situational characteristics of age, level of formal educational attainment, professional content area of expertise, participation in continuing education, and organizational tenure.

| Characteristics | | Number | Percent |
|---|---|---|---|
| Age | Young | 36 | 50.71 |
| | Old | 35 | 49.29 |
| Totals | | 71 | 100.00 |
| Formal | Low | 16 | 22.53 |
| Education | High | 55 | 77.47 |
| Totals | | 71 | 100.00 |
| Professional | Curriculum | 8 | 11.27 |
| Content | Administration | 15 | 21.13 |
| Area | Subject | 48 | 67.60 |
| Totals | | 71 | 100.00 |
| Continuing | Low | 12 | 16.91 |
| Education | High | 59 | 83.09 |
| Totals | | 71 | 100.00 |
| Organizational | Short | 18 | 25.35 |
| Tenure | Long | 53 | 74.65 |
| Totals | | 71 | 100.00 |

## PERCEPTIONS OF THE EDUCATIONAL DEVELOPMENT OFFICER'S JOB

With regard to perceptions of job task emphases the findings and resultant interpretations indicated that the respondents generally agreed upon the order of perceived importance which Educational Development Officers were placing upon the job tasks contained in the inventory as well as upon the order of perceived importance that they should be placing upon each of the job tasks. Furthermore, the data suggested that consensus was obtained among the sample which indicated that the relative emphasis being devoted to each of the job tasks in performance was similar to that perceived in the ideal. In addition, the findings suggested that regardless of selected personal and situational characteristics there was consensus concerning the order of perceived importance which should be placed upon each of the thirty selected job tasks of the Educational Development Officer.

The findings indicated that the Educational Development Officer was and should be devoting major emphasis to those job tasks which symbolize his role as a learning specialist, particularly in the areas of instructional and curriculum development. The findings suggested that his target population was primarily the faculty and that he should be performing the job through the utilization of the consultant role and the learning specialist-trainer sub-role. The incumbent was seen to assist faculty in the use of the systems approach to instruction; however, some of the evaluative tasks involved in the implementation of this approach but which have traditionally belonged in the domain of faculty responsibility were not

perceived to be an important part of his job. In addition, the findings suggested that the Educational Development Officer should be performing the learning specialist research methodologist sub-role in the area of evaluating instructional progress toward established objectives but that other aspects of this sub-role were not his concern. Perceived as a specialist, he was envisioned as requiring only the minimum skills needed to perform as a training administrator who supervised the total development effort. From the research findings the following job description was developed and suggests those job tasks which reasonably might be included in the job of the Educational Development Officer at this point in time.

Proposed Job Description of the Educational Development Officer

I. TITLE: Educational Development Officer

II. NATURE AND PURPOSE:

The job has been established primarily for the purpose of improving the instructional and curriculum development process and secondarily for the provision of a coordinated professional growth and development program for personnel within the institution. The incumbent serves in the role of learning specialist to provide expertise in the application of learning theories, including the use of instructional methodologies, media technology, curriculum materials development, and classroom teaching in order to implement the systems approach to instruction. Furthermore, to a lesser extent the incumbent is called upon to play the role of training administrator in order to plan and coordinate the professional growth and development program

for institutional personnel, particularly for instructional personnel. Both roles are heavily dependent upon the use of consultant skills and require the ability to conduct training sessions. In addition, the incumbent is called upon to a certain degree to consult with administration to ensure that instructional, curriculum, and manpower development needs are represented in the decision-making process. The job requires, further, that the incumbent be sufficiently familiar with research methodologies in order that he is able to interpret learning studies and to provide need and outcome measurement that will be meaningful to the institution's instructional, curriculum, and manpower development programs.

III. MAJOR DUTIES AND RESPONSIBILITIES:

Major duties and responsibilities are outlined below and categorized as job tasks under the headings of MAJOR, IMPORTANT, INTERMEDIATE, and MINOR.

MAJOR:

- Consults with faculty to facilitate the improvement of curriculum and course development process.
- Consults with faculty in the development of behavioral objectives to implement the systems approach to instruction.
- Consults with faculty to improve the selection and use of learning activities designed to enable students to achieve established objectives.
- Informs faculty about sources of curriculum materials in order that instructional materials are consistent with learning activities and course objectives.

- Consults with faculty concerning the selection and use of media technology in order that instructional devices are consistent with learning activities and course objectives.

IMPORTANT:

- Consults with faculty to improve the development, use, and interpretation of criterion-referenced tests.
- Plans and conducts the inservice education program for instructional personnel to facilitate the improvement of the instructional program.
- Conducts inservice education sessions for the professional development of administration, faculty, and staff in his area of specialization.
- Serves as a member of the institution-wide curriculum committee in order to contribute his expertise for the improvement of the curriculum development process.
- Keeps administration, faculty, and staff aware of opportunities which will contribute to their and, hence, the institution's professional growth and development.
- Consults with administration and faculty in the development and implementation of methods in order to measure the progress of the institution in relation to its goals.

INTERMEDIATE:

- Consults with faculty in the selection of motivation and reinforcement methods for student learning in order that such methods are consistent with course design and instructional technologies.
- Consults with faculty in the facilitation of improved validation in

order that test items measure accurately that which they are intended to measure.

- Consults with groups and individuals representative of the institution in order to coordinate the inservice education program for the provision of professional growth and development of the administration, faculty, and staff and, hence, for the institution.
- Consults with administration in order to facilitate the identification and solving of a variety of institutional problems.
- Consults with administration in the determination of institutional goals, particularly as they relate to manpower development goals.
- Consults with administration in order to facilitate the development of means for reporting progress of the institution toward its goals.

MINOR:

- Consults with faculty in order that grading procedures for student learning might be developed which are consistent with course design and objectives.
- Teaches a course for students in his area of expertise in order that he remain familiar with classroom problems which faculty must solve.
- Collects and provides data concerning student learning and community needs in order that he might provide consultant help and/or information which will contribute to the improvement of decisions by administration and faculty.
- Serves on committees concerned with the administration of the institution in order that manpower development and instructional and curriculum development needs are represented.

- Consults with administration in the development of policy, particularly as it relates to manpower development needs.

IV. RELATIONSHIPS:

The incumbent is accountable to the dean of instruction for the improvement of the instructional and curriculum development process, including the provision of those development activities which will ensure the implementation of the systems approach to instruction and the provision of information concerning professional development opportunities to administration, faculty, and staff. In addition, he is responsible for coordinating the inservice education effort for the institution. The incumbent is expected to work with moderate or little supervision, receiving general or specific instructions as needed primarily in the interpretation and application of institutional policies and procedures. The incumbent is expected to maintain coordinating relationships primarily with faculty to provide the resource materials and the technical advice required to improve the instructional process but also with administrators to contribute to the improvement of the curriculum development and institutional problem-solving process and with all representative groups within the institution to plan and coordinate the institution's professional development program.

V. QUALIFICATIONS:

a. Abilities, Knowledge, and Skills

- Ability to develop and maintain open communications channels.
- Ability to maintain positive personal relationships.
- Ability to adapt quickly to changing situations.

- Ability to motivate people.
- Knowledge and understanding of the following concepts: Culture, community, total education, programming, organization, administration, values,needs, curriculum, behavioral objectives, teaching-learning process, evaluation, power, consultant, group processes, renewal.
- Knowledge and skill in the application of a variety of instructional methodologies, techniques, and devices.
- Knowledge of sources of information concerning current instructional and curriculum research and development opportunities.
- Skill in the application of the systems approach to instruction, including the writing of behavioral objectives, developing of packaged materials, developing of criterion-referenced tests, and validation of test items.
- Skil. in the use of research methodologies, including the ability to interpret research and to measure program progress toward established objectives.

b. Minimum Education and Experience

- Master's degree, preferably in educational technology or adult education.
- Evidence of participation in continuing education opportunities dealing with technology, teaching, learning.
- Work experience in the application of educational technology.
- Successful teaching experience in the formal classroom.

VI. APPROVAL:

_____ Date

_____ Signature of Dean of Instruction

## CONCLUSIONS AND IMPLICATIONS

The findings and resultant interpretations enabled the drawing of certain conclusions which lead to implications hopefully of some value for those institutions utilizing the concept of the Educational Development Officer as well as for the system as a whole.

Since it was fairly well agreed that the job of the Educational Development Officer was and should continue to be primarily that of a learning specialist who works with faculty for the improvement of the instructional and curriculum development process, it was concluded that the need for the performance of this role must be apparent to those employed in the institutions in which it is operative. In addition, it was concluded that the centralization of effort, such as that found in government funded projects or in staff units at the federal and state levels of government, which are established to bring about or support change, are able to make an impact in intended directions. Consequently, one implication for the North Carolina system of community colleges and technical institutes is that if a development need exists throughout the system, the creation of a centrally located office in which guidelines concerning anticipated impacts for the job as well as consultant help and systematic learning opportunities should be provided to ensure its operationalization.

In addition, since the findings indicated that the Educational Development Officer devoted major emphasis to many of those tasks considered necessary to initiate the systems approach to instruction but devoted little emphasis to those systems approach tasks considered useful

as tools in evaluating outcomes, it was concluded that the job of the Educational Development Officer as developed by the Junior and Community College Division of the National Laboratory for Higher Education had not been operationalized in its entirety. The findings suggested that such tasks as those dealing with grading, motivation and reinforcement, and validation of test items were considered generally to be a minor part of the job. It was concluded that the Educational Development Officer does not perform these tasks because they have been considered to be faculty tasks. The implication is that if the Educational Development Officer began to perform such tasks, his actions might become threatening to faculty and thus a potential source of conflict for the institution.

The findings concerning the structural placement of the job of the Educational Development Officer indicated that the incumbent should serve in a staff position for the purpose of instructional improvement primarily and that he should be accountable to the dean of instruction. Since the incumbent did not possess line authority, it was concluded that he was expected to draw upon the authority of expertise. It was surmised that the Educational Development Officer traded upon the confidence that he developed through positive personal relationships. Consequently, it was concluded that evaluative job tasks were deleted by the incumbent either because he lacked the understanding and skills necessary to implement such tasks, or because he found that these tasks tended to negate the confidence required for the consultant role, and more likely because of both factors. These conclusions lead to the implication that the job is performed primarily through the role of

consultant and thus threatening aspects of evaluation, while needed by the institution, might become more effective if designed into another job. A further implication is that Educational Development Officers serving as consultants must develop the skill to be able to perform tasks with evaluative overtones and the ability to facilitate faculty improvement in a non-threatening atmosphere.

Since the Educational Development Officer was perceived as working primarily with faculty for the improvement of instruction, it was concluded that he was engaged in job training and thus was performing some of the functions of faculty supervisors, the department chairman. It was further concluded that he might be perceived as a threat to supervisors and consequently, a second source of potential conflict for the institution. An implication from this conclusion is that if the learning specialist role is needed, perhaps the incumbent should spend more time enabling department heads to work with faculty for the improvement of instruction rather than spending major time with faculty. This implies further an emphasis upon the consultant-to-administrator and the training coordinator roles. It implies his ability to see the organization as a set of resources to be tapped in order that improvement in instruction and curriculum development occur.

Since the job tends to focus upon instructional and curriculum improvement and upon those aspects of the systems approach to instruction which must be firmly implanted prior to the implementation of other aspects, it was concluded that the youthfulness of the system of community colleges and technical institutes in North Carolina and the newness of the

job creates an overattention to those tasks designed to facilitate instructional and curriculum improvement. The implication follows that a position unique to an institution might be designed with these tasks as the currently important focus but with the vision that the job should be expanded.

The findings indicated that the job incumbent should spend only an intermediate portion of his time in coordinating the inservice education program for all institutional personnel. Since a basic assumption of this study was that development efforts are fragmented within the system, it was concluded that overall development efforts will continue to be fragmented. This conclusion suggests the implication that present efforts designed to fulfill personal growth needs will not necessarily meet institutional needs.

In addition, since it was found that the incumbent was not perceived as a consultant to administrators in a primary sense and did not spend a major portion of his time in the provision of a professional growth and development program for personnel within the institution, it was concluded that as the job is presently constructed, the incumbent lacks the stature to be perceived as helpful to administrators. Administrators tend to look beyond their local institutions, and, at times, beyond the state system for their own growth and development needs. It was concluded that were the Educational Development Officer focusing upon a larger target population and possessed greater visibility, he would be in a better position to recommend a variety of effective learning opportunities suited to the needs of the institution and to the needs of

its personnel. Since the manpower development job is not being systematized and since national authorities point to this need, an implication for the institution is to enlarge the job of the Educational Development Officer to include as major responsibility the attention to total manpower development needs with the knowledge that the job might be composed of several positions containing job tasks designed to meet the unique needs of individual institutions. In this way such constraints as institutional maturity and budget allocations for the development effort can be taken into account. This further implies that the Educational Development Officer might be more effective if he had line responsibilities.

Since the findings indicated that the Educational Development Officer does not have line authority, the conclusion was drawn that he needs to have support of positional authority to be effective in addition to his authority of expertise. Should he be seen as a development facilitator for the total organization, the implication is that he should be accountable to the president rather than to the dean of instruction.

In addition to the more practical implications for the North Carolina system of community colleges and technical institutes which the conclusions suggest, implications for further research became apparent. Questions prompted by the conclusions which might lead to further research are listed below:

1. Is the job incumbent who draws upon authoritative power more or less effective than the one who draws upon the power of expertise?
2. Is the job best accomplished as a set of specialist positions com-

prising a development sub-system within the institution, including such positions as institutional and instructional research positions, instructional methodologist, curriculum specialist, organizational development specialist, etc., or as an individual development officer job?

3. Will a development effort coordinated at the state level be more effective than one coordinated independently at the institutional level?
4. Will an individual with administrative responsibilities and/or experience be perceived as more helpful to other administrators than one who is perceived primarily as a specialist. In addition, will an individual possessing classroom experience be perceived by faculty as more helpful than one who has not had formal classroom experience?

Conclusions from the findings and the resultant implications indicate that unless the state system becomes committed to a manpower development office the job will not become a viable force. The job at present is a potential source of conflict. Indications are that once government funding ceases, the job may become defunct. Consequently, if the job is to become meaningful for the institution, its impetus will necessarily have to come from the state level. In addition, if the job is not given momentum at this level, it is concluded here that expansion in the 60's may not be followed by refinement in the 70's, and the potential ability to anticipate the future and to search for innovative ways to meet its mission may remain a broad institutional goal.

LIST OF REFERENCES

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